RESEARCH PLAN PROPOSAL

Job Satisfaction : A Comparative Study of Higher Education in Public and Private Sector in Rajasthan

For registration to
Doctor of Philosophy

IN THE FACULTY OF COMMERCE AND MANAGEMENT

To

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INTRODUCTION

The Department of Higher Education is responsible for the overall development of the basic infrastructure of Higher Education sector. Under a planned development process, the Department looks after the expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.

Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since Independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011.

The quantum growth in the HE sector is spear-headed by the Universities, which are the highest seat of learning. University word is derived from the Latin word “Universitas,” which means ‘specialized associations between students and teachers.” This Latin word referred to institutions of learning, which granted degrees to its students. The present day Universities are no different from the ancient institutions except for the fact that Universities today are much bigger in terms of both the subjects taught and the students.

In India, “University” means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under this Act. Every year, millions of students from within the country

and abroad, enter these portals mainly for their post graduate studies while millions leave these portals for the world outside.

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government.

The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as “deemed-to-be University” on the recommendation of the UGC.

At present, the main constituents of University/University-level Institutions are: - Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

Central University: A university established or incorporated by a Central Act.

State University: A university established or incorporated by a Provincial Act or by a State Act.

Private University: A university established through a State/Central Act by a sponsoring body viz. A Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.

Deemed-to-be University: An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956**.**

Institution of National Importance: An Institution established by Act of Parliament and declared as Institution of National Importance**.**

Institution under State Legislature Act: An Institution established or incorporated by a State Legislature Act.

Types of Universities:

Central Universities, or Union universities are established by Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry. The UGC lists 44 central universities.

State universities are run by the state government of each of the states and territories of India, and are usually established by a local legislative assembly act. As of 30 November 2011, the UGC lists 285 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta.

Deemed university, or "Deemed-to-be-University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. The UGC list from 23 June 2008 lists 130 deemed universities. According to this list, the first institute to be granted deemed university status was Indian Institute of Science which was granted this status on 12 May 1958. Note that in many cases, the same listing by the UGC covers several institutes. For example, the listing for Hmi Bhabha National Institute covers the Institute of Mathematical Sciences, the Indira Gandhi Centre for Atomic Research and other institutes.

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. The UGC list of private universities from 10 February 2012 lists 106 private universities.

The total number of universities in India is 563. There are universities of some kind in each and every of the 28 states of India as well as three of the union territories, Chandigarh, Delhi and Pondicherry. The state with the most universities is Tamil Nadu with 55 universities. It is also the state with the most deemed universities, numbering 29. Andhra Pradesh has the most state universities (32), Rajasthan the most private universities (24), while Delhi has six central universities, the largest number of all the states and territories.

Apart from the above universities, other institutions are granted the permission to autonomously award degrees. Hwever, they do not affiliate colleges and are not officially called "universities" but "autonomous organizations" or "autonomous institutes". They fall under the administrative control of the Department of Higher Education. These organizations include the Indian Institutes of Technology, the National Institutes of Technology, the Indian Institutes of Science Education and Research, the Indian Institutes of Management (though these award diplomas, not degrees) and other autonomous institutes. These institutes are not listed below. Also not listed are institutes which are under the control of the professional councils, without approval of the UGC, e.g. Agricultural Universities, which are under the control of the Agricultural Education Division of the Indian Council of Agricultural Research (ICAR), one of the professional councils.

The Vision, Mission, Objectives and Functions of the Department are as under:-

Vision:

To realize India’s human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Mission:

- Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.

- Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private – to engage in stretching the frontiers of knowledge.
- Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

Objectives

- To expand the Higher Education sector in all is modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons.
- To remove regional imbalances in access to Higher Education by setting up of institutions in unnerved and underserved areas.

- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
- To promote development of Indian languages.
- To promote autonomy, innovations, academic reforms in institutions of higher learning
- To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

Functions

- Enhancement of Gross Enrolment Ratio by expanding access through all modes.
- Promoting the participation of these sections of the society whose GER is lower than the national average.
- To improve quality and to promote academic reforms
- Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions.
- Use of Technology in Higher Education.
- Development of Vocational Education and Skill Development.
- Development of Indian Languages.
- International Collaboration in the field of education.

Job Satisfaction-

'Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job'.

Job satisfaction describes How content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers.

There are many resources in an organization; human resource is one such resource, which is highly essential. It is a matter of common knowledge that every business organization depends for its effective functioning not so much on its material or financial resources as on its pool of able and willing human resources. Every year, organisations conduct opinion surveys to find out among other things how employees feel about their jobs. Managers are very concerned about the job satisfaction of employees. It is seen as one factor that is important for business effectiveness. The high level of employee job satisfaction contributes to low employee turnover and the outstanding company reputation which makes it a good employer, which helps it attract high-quality job applicants to fill its positions. Job satisfaction is a topic of wide interest to both people who work in organisations and people who study them. In fact, it is the most frequently studied variable in organizational behavior research. It is a central variable in both research and theory of organizational phenomena ranging from job design to supervision. Literally thousands of job satisfaction studies can be

found in the journals of organizational behavior and related fields. There are important reasons why we should be concerned with job satisfaction, which can be classified according to the focus on the employee or the organization. First, the humanitarian prospective is that people deserve to be treated fairly and with respect. Job satisfaction is to some extent a reflection of good treatment. It also can be considered an indicator of emotional well-being or psychological health .Second, the utilitarian prospective is that job satisfaction can lead to behavior by employees that affect organizational functioning. There are important implications of employee's feelings, which can lead to both positive and negative behaviors .Furthermore; job satisfaction can be a reflection of organizational functioning .Differences among organizational units in job satisfaction can be diagnostic of potential trouble spots. Each reason is sufficient to justify concern with job satisfaction. Combined they explain and justify the attention that is paid to this important variable. Managers in many organizations, such as IBM, share the concerns of researchers for the job satisfaction of employees. The assessment of job satisfaction is a common activity in many organizations where management feels that employee's well-being is important. The motives can be for humanitarian and/or pragmatic reasons, but employee's job satisfaction is an important goal.

Job Satisfaction is the favourableness or un-favourableness with which the employee views his work. It expresses the amount of agreement between one's expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as Job Satisfaction influences one's general life satisfaction. Job Satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Job Satisfaction, thus, is the result of various attitudes possessed by an employee .In a narrow sense, these attitudes are related to the job under condition with specific factors such as wages. Supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances

and fair treatment by employer. However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as employee's age, health temperature, desire and level of aspiration should be considered. Further his family relationship, Social status, recreational outlets, activity in the organizations etc. Contribute ultimately to job satisfaction. Job satisfaction benefits the organization includes reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale. Job satisfaction is also linked with a healthier work force and has been found to be a good indicator of longetivity.

Factors influencing Job Satisfaction

Opportunity

Employees are more satisfied when they have challenging opportunities at work. This includes chances to participate in interesting projects, jobs with a satisfying degree of challenge, and opportunities for increased responsibility. Important: this is not simply "promotional opportunity." As organizations have become flatter, promotions can be rare. People have found challenges through projects, team leadership, special assignment as well as promotions.

Actions:

- Promote from within when possible.
- Reward promising employees with roles on interesting projects.
- Divide jobs into levels of increasing leadership and responsibility.

It may be possible to create job titles that demonstrate increasing levels of expertise which are not limited by availability of positions. They simply demonstrate achievement.

Stress

When negative stress is continuously high, job satisfaction is low. Jobs are more stressful if they interfere with employees' personal lives or are a continuing source of worry or concern.

Actions:

- Promote a balance of work and personal lives. Make sure that senior managers model this behavior.
- Distribute work evenly (fairly) within work teams.
- Review work procedures to remove unnecessary "red tape" or bureaucracy.
- Manage the number of interruptions employees have to endure while trying to do their jobs.
- Some organizations utilize exercise or "fun" breaks at work.

Leadership

Data from employee satisfaction surveys has shown employees are more satisfied when their managers are good leaders. This includes motivating employees to do a good job, striving for excellence, or just taking action.

Actions:

Make sure your managers are well trained. Leadership combines attitudes and behavior. It can be learned.

People respond to managers that they can trust and who inspire them to achieve meaningful goals.

Work Standards

Employees are more satisfied when their entire workgroup takes pride in the quality of its work.

Actions:

- Encourage communication between employees and customers. Quality gains importance when employees see its impact on customers.
- Develop meaningful measures of quality. Celebrate achievements in quality.

Fair Rewards

Employees are more satisfied when they feel they are rewarded fairly for the work they do. Consider employee responsibilities, the effort they have put forth, the work they have done well, and the demands of their jobs.

Actions:

- Make sure rewards are for genuine contributions to the organization.
- Be consistent in your reward policies.
- If your wages are competitive, make sure employees know this.
- Rewards can include a variety of benefits and perks other than money. As an added benefit, employees who are rewarded fairly, experience less stress.

Adequate Authority

Employees are more satisfied when they have adequate freedom and authority to do their jobs.

Actions:

When reasonable:

- Let employees make decisions.
- Allow employees to have input on decisions that will affect them.
- Establish work goals, but let employees determine how they will achieve these goals. Later reviews may identify innovative "best practices."

- Ask, "If there were just one or two decisions that you could make, which ones would make the biggest difference in your job?"

When these six factors are high, job satisfaction is high. When the six factors are low, job satisfaction is low.

Employee Attitude and Job Satisfaction

"Happy employees are productive employees."

"Happy employees are not productive employees."

We hear these conflicting statements made by HR professionals and managers in organizations. This article identifies three major gaps between HR practice and the scientific research in the area of employee attitudes in general and the most focal employee attitude in particular—job satisfaction:(1) the causes of employee attitudes,(2) the results of positive or negative job satisfaction, and (3) Hw to measure and influence employee attitudes. The most-used research definition of job satisfaction is by Locke (1976), wH defined it as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Implicit in Locke's definition is the importance of both affect, or feeling, and cognition, or thinking. When we think, we have feelings about what we think. Conversely, when we have feelings, we think about what we feel. Cognition and affect are thus inextricably linked, in our psychology and even in our biology. Thus, when evaluating our jobs, as when we assess anything important to us, both thinking and feeling are involved.

Job Satisfaction and Job Performance

The study of the relationship between job satisfaction and job performance has a controversial history. The HawtHrne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the HawtHrne studies, researchers began taking a critical look at the notion that a "happy worker is a productive worker." Most of the

earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical correlation between job satisfaction and performance was about 17.Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a “management fad” and “illusory.” This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial. Hwever, further research does not agree with this conclusion. Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally reflected in performance appraisals, such as organizational citizenship behaviors, its relationship with job satisfaction improves. Research tends to support Organ’s proposition in that job satisfaction correlates with organizational citizenship behaviors .In addition, in a more recent and comprehensive review it was found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher.30. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs

Job Satisfaction and Life Satisfaction

An emerging area of study is the interplay between job and life satisfaction . Researchers has speculated that there are three possible forms of the relationship between job satisfaction and life satisfaction:

(1) spill over- where job experiences spill over into non work life and vice versa;(2) segmentation-where job and life experiences are separated

and have little to do with one another; and(3) compensation-where an individual seeks to compensate for a dissatisfying job by seeking fulfillment and happiness in his or her non work life and vice versa.

Job Satisfaction and Withdrawal Behaviors

Numerous studies have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees. Job dissatisfaction also appears to be related to other withdrawal behaviors, including lateness, unionization, grievances, drug abuse, and decision to retire." Because the occurrence of most single withdrawal behaviors is quite low, looking at a variety of these behaviors improves the ability for showing the relationship between job attitudes and withdrawal behaviors. Rather than predicting isolated behaviors, withdrawal research and applied practice would do better, as this model suggests, to study patterns in withdrawal behaviors—such as turnover, absenteeism ,lateness, decision to retire, etc.— together. Several studies have supported this, showing that when various withdrawal behaviors are grouped together, job satisfaction better predicts these behavioral groupings than the individual behaviors. Based on the research that shows job satisfaction predicts withdrawal behaviors like turnover and absenteeism, researchers have been able to statistically measure the financial impact of employee attitudes on organizations. Using these methods can be a powerful way for practitioners to reveal the costs of low job satisfaction and the value of improved employee attitudes on such outcomes as absenteeism and retention.

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Relationships and practical implications

Job Satisfaction can be an important indicator of Hw employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover.

Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors.

One common research finding is that job satisfaction is correlated with life satisfaction.[22] This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non-work satisfaction and core self-evaluations are taken into account.

With regard to job performance, employee personality may be more important than job satisfaction. The link between job satisfaction and performance is thought to be a spurious relationship; instead, both satisfaction and performance are the result of personality.

REVIEW OF LITERATURE

Job Satisfaction of the Highly Educated:

The Role of Gender, Academic Tenure, and Comparison Income

- Keith A. Bender* John S. Heywood**

Department of Economics and Graduate Program in Human Resources and Labor Relations, University of Wisconsin-Milwaukee

The determinants of job satisfaction are estimated for Ph.D. level scientists in the United States across academic and nonacademic sectors. Female scientists report lower job satisfaction than males in academia but higher job satisfaction than males in the nonacademic sector. Academic scientists with tenure have substantially greater job satisfaction than non-academic scientists but academic scientists without tenure report similar levels of satisfaction as non-academic scientists. Finally, in each sector, job satisfaction is greater when comparison income is greater in their own sector, while comparisons across sectors generally do not affect job satisfaction.

- **Shahu & Gole (2008)**, in their study "Effect of Job satisfaction on Performance: An Empirical Study" concluded that the companies that are lagging behind in certain areas of job satisfaction & job stress need to be developed so that their employees show good performance level, as it is provided that performance level lowers wit high satisfaction scores. The awareness program pertaining to stress & satisfaction is to be taken up in the industries to make them aware of the benefits of knowledge of stress and its relationship with satisfaction and achievement of goal of industries.

- Managing Today's University: Strategies for Viability, Change, and Excellence (Jossey-Bass Higher and Adult Education) by Frederick E. Balderston

The book is a perfect example which highlights the role of the university in today's society. These who have devoted their life's work to improve the delivery of educational programs and services to students will appreciate Balderston's comprehensive view of work setting

- Job satisfaction: Hw people feel about their jobs and Hw it affects their performance by C. J. Cranny, Patricia Cain Smith, Eugène F. Stone

In this era of frequent corporate restructuring and rapid technological change, successful companies must have employees who are open to innovation and to changing roles, and are able to work together productively. Therefore, it is essential that leaders of business understand Hw to enhance job satisfaction within their organizations.

- According to Kh Metle (2005), job satisfaction has been a popular topic for researchers in a wide area of fields including industrial psychology, public administration, business and higher education. The principal reason as to why job satisfaction is so extensively researched is that it relates to significant associations with several variables (Yousef, 2000 cited in Buitendach & De Witte, 2005). For example, it has a positive association with life satisfaction (Judge, Boudreau & Bretz, 19 1994 cited in Buitendach & De Witte, 2005), organisational commitment (Fletcher & Williams, 1996 cited in Buitendach & De Witte, 2005) and job performance (Babin & Boles, 1996 cited in Buitendach & De Witte, 2005).
- Cherrington (1994) postulates that employees experiencing high satisfaction levels contribute to organisational commitment, job involvement, improved physical and mental health, and improved quality of life both on and off the job. Job dissatisfaction on the other hand, culminates in higher absenteeism, turnover, labour problems, labour grievances, attempts to organise labour unions and a negative organisational climate. Spector’s (1997) research corroborates that of

Cherrington's (1994) in which it was found that employees wH are dissatisfied with their jobs show their disapproval by constantly being late or staying absent from work.

- Organizations liveliness comes from the motivation of its employees, weather the company is public or private (Lewis, Goodman & Fandt 1995). Golembiewski (1973) discusses motivation as the degree of inclination of an organization to follow some elected goals and implies the determination of the nature and locus of the forces inducing the degree of inclination. To Kelly (1974) motivation has to do with the forces 95 that alter and maintain the quality, direction and intensity of behaviour. Hy and Miskel (1987) defines motivation as the force that urges individuals towards achievement of their goals, needs, derives, or to overcome tension through continuous efforts. Dessler (2001) stated that motivation is the intensity of a persons desire to engage in some activity. There is a relationship between motivation and job satisfaction, which is the principal of any organizations.
- Another definition of job satisfaction by Wanous and Lawler [21] is that it is the sum of job facet satisfaction across all facets of a job. Abraham Maslow [7] highlighted the satisfaction of human needs. His hierarchy of needs theory was originally not intended to apply to the work situation but it still remains as one of the pioneer theory that highlighted the satisfaction of human needs. He proposed a hierarchy of five needs that are satisfied sequentially in hierarchical manner, from physiological needs, proceeding to safety needs, social needs, esteem needs and the self-actualization needs at the top of the hierarchy. He further classified the physiological and safety needs as lower order needs which are satisfied externally and social, esteem and self-actualization as higher-order needs which are internal to a person. Salary was found to be the prime factor for the motivation and job satisfaction of salaried employees of the automobile industry from the results of the survey by Kathawala, Moore and Elmuti [5]. The survey tried to asses the various

job characteristics and the way the employees ranked them as motivators and satisfiers. The results showed that compensation was ranked as the number one job element for job satisfaction and increase in salary for performance was ranked as the number one job element for motivation.

- Titus Oshagbemi [12] investigated the job satisfaction of university academics and their mangers and examined if these academics in higher managerial positions are more satisfied with their jobs than academics that do not Held similar administrative posts. Using a statistical test of differences, it was found that academics and their managers differ significantly on their levels of job satisfaction. Thus, the management position is characterized by seniority in age, rank and length of service, affect the job satisfaction level of the university teachers positively
- **Gupta & Joshi (2008**), concluded in their study that Job satisfaction is an importanttechnique used to motivate the employees to work harder. It had often said that, "A HAPPYEMPLOYEE IS A PRODUCTIVE EMPLPOYEE." Job satisfaction is very important because most of the people spend a major of their life at their work place.

- Khan (2006), reveals in his study hat Hoppack brought Job satisfaction to limelight. Heobserved Job satisfaction in the combination of psychological & environmentalcircumstances that cause person to fully say, "I am satisfied with my job"

- Rao (2005), reveal in his study that Job satisfaction refer to person feelings of satisfaction on the job, which acts as a motivation to work. It is not the self satisfaction, happiness or self-contentment but the satisfaction of the job. According to him, there are 4 types of theories:1.Need Fulfillment Theory 2.Equity Theory 3.Two Factor Theory 4.Discrepancy Theory

- Impact of Leadership and Performance Management on Job Satisfaction of University Teachers in Pakistan By: farooq khilji

- In this article we find out the relationship of job satisfaction and its two variables leadership and performance management. If there is any weakness in leadership or performance management it will thoroughly affect the whole system of evaluation. Strategies are discussed that indicate how universities can get the maximum level of job satisfaction of academic staff. Job satisfaction of employees is primarily dependent upon clarity of organizational goals and objectives.

- MYTHS OF MOTIVATION - Job Satisfaction By: Vikram Karve states that : In today's world, it is naive to assume that people work primarily to achieve professional fulfillment and job satisfaction. Both Competition and Compensation levels are higher than ever before and the chief casualties are traditional so-called motivators like "job satisfaction".

- The impact of demographics variables on emotional intelligence and communication effectiveness on job satisfaction by Henry B. William. In his famous book : states that::::

  What seems to still be the main concern for managers and employees in the organization world across the globe is Communication Effectiveness. The problem to be addressed in this study was the lack of motivation and job satisfaction in educational administrations of Iran. Upon reviewing various literatures on this subject, it was found that emotional intelligence is one of the most vital factors that help sustain communication effectiveness and job satisfaction.

- Job satisfaction is a product of the events and conditions that people experience on their jobs. Brief (1998) wrote: "If a person's work is interesting, her pay is fair, her promotional opportunities are good, her

supervisor is supportive, and her coworkers are friendly, then a situational approach leads one to predict she is satisfied with her job" (p. 91). Very simply put, if the pleasures associated with one's job outweigh the pains, there is some level of job satisfaction.

- Herzberg's (1957) and Maslow's (1943) Creating a good blend of factors that contribute to a stimulating, challenging, supportive, and rewarding work environment is vital. Because of the relative prominence of pay in the reward system, it is very important that salaries be tied to job responsibilities and that pay increases be tied to performance rather than seniority.

Relevance of the Study:

All employees deserve to be treated fairly and with respect. To some extent, job satisfaction is a reflection of good treatment. It can lead to behavior by employees that affect organizational functioning. In the last few decades, the quality of college education has decreased whereas the quantity has increased. This has raised the eyebrows of not only the academicians but also the beaureaucrats. Students all over are also concerned as they link education to jobs. Keeping all these points in the background, this project was designed so that some relevant research could be done in this field. This study is a primary work which will highlight the areas which could be worked upon by the colleges so that the quality will increase leading to efficiency and enhance output.

Objective of Study

- To evaluate the job satisfaction level in the State University and Private University in Rajasthan.
- To know whether job satisfaction is more in State University and Private University in Rajasthan.
- To identify critical factors leading to job satisfaction among faculty members of universities.
- To find out the most important factors that affect job satisfaction in Universities.
- To study the perception of the employees towards their work.
- To identify the factors that motivates the employees.

Scope of the study:

Job Satisfaction is an important output that employees work for in an Organization. It comprises of extrinsic and intrinsic factors and helps to maintain an able and willing work force. It is an interesting and significant area for conducting research. The study made on the topic of Job Satisfaction will reveal the factors of satisfaction amongst employees. It is useful to the management of the company to know the satisfaction levels of employees and they can take measures to increase productivity.

Hypothesis-

H1: The employees in the Public sector have higher level of satisfaction as compared to the Private sector.

H2: The indicators of Job satisfaction like salaries, fringe benefits, social security, etc are more favourable in Public sector.

H3: The quality of work-life balance is better in Public sector employees as compared to Private sector employees.

H4: Public sector jobs offer more stability.

H5: Sense of belongingness to the organization is more in Public sector employees as compared to Private sector employees.

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. Research Methodology comprises of two words, research and methodology.

Research is defined as human activity based on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe.

Research may be defined as a careful investigation or inquiry especially through search of new facts in any branch of knowledge. In shrt, it comprises defining a refined problem's, formulating hypothesis or suggested solution; collecting, organizing and evaluating data; making deductions and research conclusions; and lastly carefully testing the conclusion to determine whether they fit the hypothesis

Methodology can be defined as:

1) "the analysis of the principles of methods, rules, and postulates employed by a discipline"; or
2) "the systematic study of methods that are, can be, or have been applied within a discipline"; or
3) "a particular procedure or set of procedures."

Methods of Research

- ***Historical method*:** to reconstruct the past objectively and accurately, often in relation to the tenability of a hypothesis.

- ***Descriptive method*:** to describe systematically a situation or area of interest factually and accurately.
- ***Developmental method*:** to investigate patterns and sequences of growth and/or change as a function of time.
- ***Case and field method*:** to study intensively the background, current status, and environmental interactions of a given social unit.
- ***Correlational method*:** to investigate the extent to which variations in one factor correlate with variations in one or more other factors based on correlation coefficient.
- ***Casual-comparative or "Ex post facto" method*:** to investigate possible cause-and-effect relationships by observing some existing consequence and looking back through the data for plausible casual factors.
- ***True experimental method*:** to investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment, random assignment being essential.
- ***Quasi-experimental method*:** to investigate the conditions of the true experiment in a setting this does not allow the control or manipulation of all relevant variables.
- ***Action research*:** to develop skills or new approaches and to solve problems with direct application to the classroom or other applied setting.

Research Design

Research design can be thought of as the structure of research -- it is the "glue" that Hlds all of the elements in a research project together. We often describe a

design using a concise notation that enables us to summarize a complex design structure efficiently.

Considering the objectives of the study, sample survey was conducted and accordingly analysis of information was made. Descriptive and Exploratory research design is used in the study.

Data Collection Method

Primary Data:

The Primary data will be collected from the respondents by administering a structured questionnaire and also through observation, interview & discussion with faculty.

Secondary Data: Apart from Primary data, the data will also be collected through records, Journals , Academic Reports, and Internet.

Sample Size: Out of the total strength, the sample taken amongst faculty .i.e., 300 respondents.

Sampling Area: The research will be conducted in various selected government and private colleges of Rajasthan

Sampling Instrument: A structured closed - end Questionnaire is used

Analysis Data

- Analysis of data so collected will be tabulated and coded.
- Hypothesis testing will be done by using Chi Square test and factor based analysis.

CHAPTERISATION

Chapter 1 **Introduction**

Chapter 2 **Research Methodology**

Chapter 3 **Scenario of Higher Education in the State of Rajasthan**

Chapter 4 **Comparative Study of Higher Education in Public sector and Private sector in Rajasthan**

Chapter 5 **Data analysis & Interpretation**

Chapter 6 **Findings, Conclusion and Suggestion**

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Annexure

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